Name: **Robin**

Management of Sport, Health, and Physical Education

PE 218

3 Credit Hours

Spring 2025

Brannon

Office location: N/A

Office phone: **N/A**

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Office hours: N/A

Course meeting days: Online

Course meeting time: Online

Course meeting place: Online

Course Description: The study of general management principles, as well as principles of management relative to sport, the health and fitness industry, corporate wellness, public school physical education, public school health, intramurals, and recreation. Required of all Physical Education majors and Sport Management majors.

Prerequisites: None

Course Student Learning Goals: At the completion of the course, students will demonstrate an understanding of the essential elements of management in the sports, fitness, health, and physical education industries. Students will identify skills and processes necessary for effective leadership. In addition, the students will demonstrate a working knowledge of the legal liabilities and risks associated with managing facilities within the sports, fitness, health, and physical education industries.

Texts and Resources: Required: Introduction to Physical Education, Fitness, and Sport-9th Edition Author: Daryl L. Siedentop, Hans van der Mars ISBN: 9781492594536

Course-Specific Information: Management of Sport, Fitness, Health, and Physical Education will cover the following concepts as outlined in the textbook:

✓ Physical Activity: Current Context, Lifespan, Evolution (Chapters 1, 2, 3, & 4)

o Evolution, philosophies, infrastructure, lifestyles

PETE 1 (f)

InTASC 1, 4, 9 (f)

CAEP 1

✓ Physical Education: Concepts, Curriculum, Instruction Models (Chapters 5 & 6)

o Philosophies, goals, models, inclusion

PETE 3 (a, b) and 4 (a, b)

InTASC 9, 10

CAEP 1,

ADEPT Planning, Instruction, and Environment

✓ Physical Education: Profession (Chapters 7, 8, & 9)

o Preparation, programs, problems, barriers

PETE 1 (a, b) 3, 4, & 6

InTASC 9, 10

CAEP 1

ADEPT Planning, Instruction, and Environment

✓ Fitness: Concepts, Programs, Professions (Chapters 10, 11, & 12)

o Fitness training, activity patterns, worksite fitness and wellness, legislative efforts, barriers

PETE 2 (a) and 6 (a, c)

InTASC 9

CAEP 1

✓ Sport: Concepts, Programs, Professions (Chapters 13, 14, & 15)

o Leisure play, ethics, interscholastic, collegiate, professional, recreation, training, barriers

PETE 6 (a, b, c)

InTASC 9, 10

CAEP 1

✓ Allied Professions: Concepts, Professions, Issues (Chapters 16, 17, & 18)

o Dance, recreation, health education

PETE 6 (a, b, c)

InTASC 9, 10

CAEP 3

Classes will be taught to incorporate the National and South Carolina Physical Education Standards as listed below.

SC Physical Education Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Physical Education Teacher Education Standards (PETE)

Standard 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Planning and Implementation: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology, and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Course Schedule:

Week	Learning Target(s)	Assignments
	Preparation for Class	Purchase Textbook/Log on to Brightspace/Confirm computer

		availability
1 Jan. 13-17	Course Introduction	Read through posted syllabus. Watch “Welcome to PE 218” Video. Complete “Course Introduction Assignment”. Email instructor with questions and concerns.
2 Jan. 20-24	Module 1 Physical Activity: Current Context, Lifespan, Evolution Chapters 1-4	Read all chapters. View PowerPoints. Watch assigned TED Talk/Videos. Complete all Module 1 Assignments. Project: Physical Activity Questions
3 Jan. 27-31	Module 1 Continued	Assignments Continued
4 Feb. 3-7	Module 1 Continued	Assignments Continued & Due February 7 Module 1 Test February 7
5 Feb. 10-14	Module 2: Physical Education: Concepts, Curriculum, Instruction Models Chapters 5-6	Read all chapters. View PowerPoints. Watch assigned TED Talk/Videos. Complete all Module 2 Assignments. Project: Curriculum Models & Occupations
6 Feb. 17-21	Module 2 Continued	Assignments Continued & Due February 21 Module 2 Test February 21
7 Feb. 24-28	Module 3: Physical Education: Profession Chapters 7-9	Read all chapters. View PowerPoints. Watch assigned TED Talk/Videos. Complete all Module 3 Assignments. Project: P.E. Programs & 5 Year Career Path
8 March 3-7	Module 3 Continued	Assignments Continued & Due March 7 Module 3 Test March 7
9 March 10-14	Module 4: Fitness: Concepts, Programs, Professions	Read all chapters. View PowerPoints. Watch assigned TED Talk/Videos. Complete all Module 4 Assignments. Project: Fitness Career Options
10 March 17-21	Module 4: Continued	Assignments Continued
11 March 24-28	Module 4 Continued	Assignments Continued & Due March 28 Module 4 Test March 28

12 March 31- April 4	Module 5: Sport: Concepts, Programs, Professions Chapters 13-15	Read all chapters. View PowerPoints. Watch assigned TED Talk/Videos. Complete all Module 5 Assignments. Project: Purchasing/Budgeting Project
13 April 7-11	Module 5 Continued	Assignments Continued & Due April 11 Module 5 Test April 11
14 April 14-18	Module 6: Allied Professions: Concepts, Professions, Issues Chapters 16-18	Read all chapters. View PowerPoints. Watch assigned TED Talk/Videos. Complete all Module 6 Assignments. Project: Career Video
15 April 21-25	Module 6 Continued	Assignments Continued
16 April 28-30	Module 6 Continued	Assignments Continued & Due April 30

Assignments and Activities: All modules will include chapter assignments, video assignments, projects, and tests. Students are required to log into Brightspace for module assignments. Most assignments will be submitted through Turnitin.com.

Any assignment submitted with over 30% similarity in Turnitin.com will result in a lowered grade unless noted by the instructor.

Students may NOT use Generative AI

The use of generative artificial intelligence (AI) tools, including but not limited to text generators, image generators, and code generators, is strictly prohibited in all coursework and assessments for this course. These tools have the potential to produce work that is not the original creation of the student, thus violating principles of academic integrity. You are expected to generate your own work using your own knowledge, skills, and creativity. For any presentations, use your own voice - use of AI generated voiceover is not allowed. Any use of generative AI tools will be considered a form of academic dishonesty and will result in disciplinary action, which may include failing grades, academic probation, suspension, or expulsion. You are responsible for familiarizing yourselves with the specific expectations regarding the use of technology in this course and for adhering to these guidelines at all times. By enrolling in this course, you affirm your understanding of and commitment to this policy.

Late Work: Students are required to complete all assignments, projects, and assessments within each module and submit most assignments through Turnitin.com by the **assigned due date**. Student work may be submitted before the due date but will **NOT** be accepted after the due date without a doctor's written medical excuse.

Assessment and Grading:

Module Assignments	35%
Projects	35%
Tests and Exam	30%
	100%

Erskine Education Department

Grading Scale:			
A	**93-100%**	**C+**	**77-79%**
A-	**90-92%**	**C**	**70-76%**

B+	**87-89%**	**D**	**60-69%**
B	**80-86%**	**F**	**0-59%**

Expectations of Students

1. **Conduct:** At Erskine College, your conduct is not merely a set of rules but a reflection of your character and respect for God, professors, and fellow students. Upholding these values is crucial to maintaining the integrity of our community. Any form of dishonesty, such as cheating, fabricating, or plagiarizing, not only dishonors you and your classmates but also undermines the principles of this institution. The consequences of such actions are clearly outlined in the Student Handbook.

The Education Department adheres to the Erskine College Honor Code stated in the Student Handbook. Academic dishonesty is unacceptable. Any student caught cheating, or plagiarizing will be subject to the Erskine College prescribed sanctions and procedures. It is each student's responsibility to know and abide by Erskine's honor code as stated in *The Pilot*.

Cheating/Plagiarism:

Erskine College recognizes the importance of academic integrity both in and out of the classroom. Any evidence of cheating will result in an automatic grade of zero on the assignment.

The following circumstances would constitute cheating:

*Working with someone on any assignment unless permission to do so is specifically granted in writing.

*Using any Internet source for assignments unless permission to do so is specifically granted in writing in the assignment AND the permitted source(s) is/are correctly cited.

If individual problems arise during the semester, please contact the instructor **IMMEDIATELY**. Please ask early and often if you have any questions about what is permitted and what is not. Communication is one of the keys to maintaining academic integrity and success. I want you to succeed and for your grade to be a result of your own hard work.

2. **Behavior:** At Erskine College, we value respectful behavior in the classroom. We believe each student's engagement and attentiveness contribute significantly to the learning environment. Your respectful behavior is not only expected but also appreciated, as it reflects your active participation in the class.

3. **Attendance:** Your presence in class is not just a formality but a critical factor in your academic success. The Erskine College faculty and staff are deeply committed to your progress as a student. We expect you to attend all lectures, exams, and laboratories and to be punctual. We understand that unforeseen circumstances may arise, and in such cases, absences may be excused for college-sanctioned events, illness, and/or family emergencies. However, to ensure the excused absence, please provide approved documentation.

4. **Cell Phones and Electronic Devices:** Erskine College instructors may ask you to use personal devices for classroom purposes. However, cell phones and other electronic devices should ONLY be used when approved by the instructor and ONLY for classroom purposes. The practical consequences of not abiding by the Erskine College policy are outlined in the Student Handbook.

5. **Study Time:** Most college courses require that students spend a significant amount of time outside of class in individual study time. A guideline is to spend 2 – 3 hours weekly for every credit hour. This means that in a 3-credit course, at least 6 – 9 hours of outside study per week would be expected. The actual in-class meeting time is short in college courses because students are expected to work independently outside of class to meet the course requirements.

6. **Accommodation and Special Needs:** Your instructor is committed to providing reasonable accommodation for disabilities, including learning disabilities, in accordance with Erskine College policies. Students with documented special needs should contact the office of the Dean of the College to request accommodation. You must disclose your disability information promptly and discuss your accommodation needs. Requests must be made in writing using the Accommodation Request and Documentation Form, accompanied by current documentation provided by a qualified healthcare professional. Accommodations are determined based on the provided documentation and Erskine College policies, with verification of professional documentation by the college. Please refer to the Student Handbook for detailed accommodation and special needs information.

7. **Retention of Examinations and Assignments:** Instructors will retain copies of student examinations and assignments not returned to students for one semester in case of a dispute between a faculty member and a student in assigning or recording a grade. After that time, instructors may discard course materials in a manner that preserves student confidentiality.

8. **E-mail Policy:** Students are issued an official Erskine College student email address when they are admitted to the College. This is the only electronic mailing address recognized by the College. Students are responsible for all official College communications, including attachments transmitted to their Erskine College email address. Erskine College faculty and staff are not responsible for forwarding emails to personal email accounts that are not assigned by the College. Students are required to check their Erskine College email daily.

Disclaimer note: This syllabus is subject to modification. The instructor will communicate with students about any changes.

ERSKINE COLLEGE TEACHER EDUCATION PROGRAM

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:10

VISION:

The purpose of the Erskine College Education Department is to cultivate Christ-centered professionals who are highly qualified through the acquisition and application of pedagogical and academic knowledge and demonstrate a profound commitment to community engagement and service.

MISSION:

The mission of the Erskine College Education Department is to equip teacher candidates with the tools, resources, and knowledge to serve as Christ-centered professionals, who observe and demonstrate ***caring relationships, creative instruction, and captivating leadership***, while maturing spiritually, intellectually, socially, and physically for the purpose of influencing society for God's glory.

Dispositions

Erskine teacher candidates believe:

1. A belief that teaching is a special calling.
2. A commitment to the concept that each child is unique and that developing learning experiences based upon individual needs will lead to success.
3. A belief that maximum learning occurs in an environment based on the establishment of caring relationships.
4. A commitment to the concept that a teacher is a leader who can change education through implementation of best practices and involvement in the total learning community.
5. A belief that teaching is all about problem solving based on a commitment that there is never just one way to meet the needs of diverse students.

Semester Dates

Please review the following important dates, including the following:

1. Drop/Add deadline: Friday, January 17, 2025
2. Withdrawal deadline: Monday, March 24, 2025
3. Tuition Refund Policies

STUDENT POLICY ACKNOWLEDGEMENT

I acknowledge that I have read and agree to abide by the terms and conditions of this syllabus. If I have questions or concerns about this, I will reach out to my instructor before the assignment deadlines.

Duvine Beebe Management of Sport, Health, and Physical Education

Student Name

Course

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Duvine Beebe

Signed by: 9916802e-3629-4db5-b825-437af24e7634

1/16/25

Student Signature

Date

Please return this form to your course instructor for EACH course for which you are registered.